

CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research. It covers research background, statement of problem, hypothesis, objective of study, significance of study, scopes and limitation and definition of key terms.

1.1 Research Background

Curriculum is the subject matter and educational program provided by an education provider institution containing the lesson plans that will be given to the participants in a period of education. Based on UU No. 20 Tahun 2003, curriculum is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals.

History records that Indonesian curriculum has undergone several changes, from 1947 Curriculum, RentjanaPelajaranTerurai 1952, RentjanaPendidikan 1964, 1968 Curriculum, 1975 Curriculum, 1984 Curriculum, 1975 Curriculum, 1994 Curriculum and 1999 Suplement Curriculum, KBK (KurikulumBerbasisKompetensi), KTSP (Kurikulum Tingkat SatuanPelajaran) 2006, until the recent 2013. Every curriculum has positive sides and negative sides, and curriculum should adapt to the recent condition and issue. The curriculum in Indonesia changed its structure and system, following the development of educational worldand the modern era.

In Curriculum 2013, students were given opportunity to take a subject from other programs. For example, students from science program can take a subject which is learned only in social program or language program. It provides an opportunity for learners to take a subject based on their interest which is not found in their programs, this program is called Cross-Interest. It is PP No. 32 Tahun 2013, Pasal 77B ayat 1, which has been applied by Senior High School in the city and district. Because the curriculum changes, it will influence students' learning outcome.

Learning outcomes are tangible results achieved by students in the process of mastering the physical and spiritual skills at school that are manifested in the form of reports in each semester. To know how the students' progress in learning and the results have been achieved, learning outcomes must be evaluated. In order to determine the progress that achieved by the students, there must be a criterion that referred to the objectives that have been determined beforehand, so that it can be known how the teaching and learning strategies influence to the success of students learning. According to Winkel (1989), learning outcome is the success achieved by students, namely the achievement of student learning in school which is written in the form of numbers.

Since cross-interest program was offered, it shown positive effects in developing students' interest to achieve the learning goals. This links with the result of the research conducted by Panjaitan (2015), she did research on students interest on biology subject at SMAN 5 Jambi. She found that cross-interest has brought influence to students' interests to improve their performance in learning.

In regard with this research, Meliawati (2015) also investigated the obstacles of cross-interest implementation in Malang. In her research, obstacles found in every school. Various of obstacles found in each school, obstacles that mentioned above were: related to the tool and infrastructure, learning process in the class, less motivation to follow the rules of course load of the class and learning process in the class, also practical applied.

Based on the descriptions above, the researcher is interested in conducting the research entitled “The correlation between students’ perception on cross interest program and students’ learning outcome in English subject”, because the previous researchers did not discuss the correlation between students’ perception on cross interest program and students’ learning outcome in English subject based on curriculum 2013.

1.2 Statement of Problem

Based on the background of the study, the researcher sets one statement, that is:

“Is there any correlation between students’ perception on cross interest program and students learning outcome in English subject?””

1.3 Hypothesis

The hypotheses of the study are:

Null Hypothesis (Ho): There is no correlation between students’ perception on cross interest program and students’ learning outcome in English subject

Alternative Hypothesis (H_i): There is correlation between students' perception on cross interest program and students' learning outcome in English subject

1.4 Objective of Study

In accordance with the problems above, this study is conducted to get the answer of the research question. Therefore, the objective of study is “to know the correlation between students' perception on cross interest program and students' learning outcome in English subject at SMAN 1 Tumpang”

1.5 Significance of Study

The results of this study can be useful for:

a. Teachers in English Subject

In order to increase or sharpen student's ability toward their own-comfort-style, teachers can highly recommended a program cross interest to their student. In particular, this program gives an option to the student to do their own fondness effectively and also as innovation, in this case the teacher should always try to develop, and improve teaching learning in order to achieve maximum learning outcomes.

b. SMAN 1 Tumpang

The result of this research can give contribution to SMAN 1 Tumpang as one of consideration related to the implementation of cross-interest program at SMAN 1 Tumpang.

c. Policy makers

The significance for policy makers is almost similar with SMAN 1 Tumpang. This research can give valuable input related to their policies of cross-interest program at senior level. The result of this research can give information whether the program that implemented by the government was working well or not.

d. Further researchers

The results of this study can be used as a reference for those who want to conduct similar research and give information and general guidance for the researcher.

1.6 Scopes and Limitation

In this research, the researcher focused on the correlation between students' perception on cross interest program and students' learning outcome in english subject at SMAN 1 Tumpang. There are adequate students at SMAN 1 Tumpang, but this research limits on the students of X IA class who take english subject as their lesson at cross interest program.

1.7 Definition of Key Terms

To avoid any misunderstandings that might arise, some definition of key terms are given as follows:

1. Cross-Interest Program

Cross-interest program is structure allows learners to take a subject from different programs (PP No. 32 Tahun 2013, Pasal 77B ayat 1). So,

cross interest program is a new program, that students can choose according to their interest without any coercion.

2. Learning Outcome

Learning outcome is the result of learning that has been achieved by students (Stephen Adam, 2007). So, Learning outcome is the abilities students have after receiving their learning experience.

3. Perception

Perception is individual observes around the world using sense (BimoWalgito, 2004). So, perception is a direct response of an absorption or process a person knows some things through sensing.

